



SCHOOL EDUCATION PLAN FOR THE 2022-23 SCHOOL YEAR

SCHOOL: Fort Saskatchewan Elementary School

PRINCIPAL: Shelby Labrecque

ELK ISLAND PUBLIC SCHOOLS' MISSION STATEMENT:

To provide high-quality, student-centred education

ELK ISLAND PUBLIC SCHOOLS' PRIORITIES:

1. Promote Growth and Success for All Students
2. Enhance High-Quality Learning and Working Environments
3. Enhance Public Education Through Effective Engagement

SCHOOL PROFILE AND CONTEXT

Our Mission:

Building a community dedicated to growing and learning together.

Our Vision:

Providing opportunities for our school community to discover and share their gifts. By deepening connections, we provide learning experiences that emphasize exploration, connection, and collaboration.

Our Motto:

“Rooted in Our Community”

Fort Saskatchewan Elementary Facts:

- Fort Saskatchewan Elementary School (FSE) opened in 1954
- FSE was renovated/rebuilt and reopened in 2010, with Fort Saskatchewan Christian School (FSC) remaining in the renovated building and FSE moving into the new building
- FSE is attached to FSC and we share the main entrance and outdoor activity spaces



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- FSE altered its logo in 2018-2020 to reflect Indigenous teachings
- The outdoor classroom was built in 2020 and we are continuing to build upon this space as we are beginning phase two this school year
- Positive Referrals are linked to Indigenous ways of knowing and being with a focus on the Seven Sacred Grandfather Teachings of respect, courage, honesty, love, wisdom, humility, and truth
- Learning Coach Model - coordinating ISPs and learning supports
- Support focused on targeted, profiled individual students and small groups
- Ongoing staff training and discussion about literacy, numeracy, and social/emotional intervention (trauma informed)
- Readers and writers workshop model for literacy
- Coordinated community resources with Family and Community Support (FCS), Families First, Fort High School, and Fort Saskatchewan businesses
- FSE healthy habits focus is supported by local businesses such as the Food Bank, Families First and Superstore - Fort Saskatchewan High School Foods Class provides fresh, healthy snacks weekly
- Elk Island Public Schools (EIPS) special education program - The Learning - Individual Needs, Knowledge and Skills (LINKS) Program is a system program designed to meet the needs of students with mild to severe/profound cognitive (intellectual) disabilities, and who may have physical, sensory, medical, or behavioural difficulties. The focus of this program is to improve academic, communication, self-care, social, vocational, and independent-living skills within a safe and structured learning environment as well as within the community. Flexible and responsive instruction is guided by an Instructional Support Plan (ISP), builds on individual strengths and needs, and follows the Alberta Education Programs of Study, with adaptations or modifications as necessary.

EIPS PRIORITY:

Promote Growth and Success for All Students
Enhance High-Quality Learning and Working Environments
Enhance Public Education Through Effective Engagement

SCHOOL GOAL: Each student will achieve one year's growth in literacy.



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STRATEGIES:

- Professional learning guided by student needs including EIPS phoneme project, readers/writers' workshop, assessment data tracking
- Continued use of Phonics Units of Study in Grades K-2
- Use of Words Their Way
- Use of an explicit and systematic phonics structure for Early Literacy Skills
- Use of explicit vocabulary instruction
- Use of explicit comprehension instruction
- Use of Leveled Literacy Intervention
- Implement new curricular outcomes in English Language Arts and Literature
- Work with Literacy and Inclusion Consultants to promote Literacy for all
- Division One teachers take part in the Early Literacy Initiative Level One and Level Two training
- Continue to grow a reading culture (building reading stamina, finding 'good fit' books, student book talks, creating reader identities, Canadian author visits, Read In Week and *I Read Canadian* celebrations, building classroom library and school library collections based on student input)
- Staff will consistently promote a Home Reading program and include a 'Read Across Canada' component to encourage and support the school-wide Home Reading program
- Implementation of literacy best practices, including interventions based on student literacy profiles and focused on the five pillars of literacy: phonemic awareness, phonics, vocabulary, fluency, and comprehension
- Use of targeted small group instruction to enhance Literacy and Early Literacy Skills
- Incorporating various activities to allow students opportunities to grow all literacy skills i.e.: drama, speech competition, using technology to support literacy skills
- Assessment will include observations and conversations
- Planned, ongoing targeted purchase of literacy materials to increase school, library, and classroom resources
- Continue the process of centralizing and categorizing literacy resources for awareness and accessibility
- Students have access to assistive technology to support literacy growth i.e.: Read & Write for Google, c-pens
- Implementing data tracking for targeted interventions related to learning disruption
- Wee Read program



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- Buddy Reading within FSE and Fort Saskatchewan High School
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MEASURES:

- STAR: Average grade equivalent on Star 360 Reading Assessment – 4-year trend data
- Fountas and Pinnell
- Reading Readiness Screening Tool (RRST) – phonic awareness assessment
- Use the Diagnostic Reading Tool (DRT) to assess striving readers
- Student work within the classroom – i.e. EIPS writing continuum
- EYE-TA: The percentage of kindergarten children meeting Early Years Evaluation – Teacher Assessment (EYE-TA) developmental milestones—pre-test and post-test measures
- Report Cards
- Anecdotal notes
- Instructional Support Plan (ISP), Behavioural Support Plan (BSP) term updates
- Tracking of self-identified students related to literacy skill growth and assessment
- Provincial Achievement Test (P.A.T.) results: The percentage of students who achieved the acceptable standard and standard of excellence on the Grade 6 Language Arts Provincial Achievement Test
- Assurance and EIPS survey results: The percentage of families who agree the literacy skills their child is learning at school are useful (Alberta Education Assurance Survey); The percentage of families who agree their child’s demonstrating growth in literacy (EIPS Parent/Caregiver Survey)
- The percentage of families reporting that their child is becoming ready to enter Grade 1 because of the kindergarten program (EIPS Annual Survey)

RESULTS: (To be reported on in the 2023-24 School Year)



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EIPS PRIORITY:

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SCHOOL GOAL:

Each student achieves one year's growth in numeracy.

STRATEGIES:

- Professional learning guided by students' needs including assessment data tracking
- Continue to grow a numeracy culture (Math Talks, using vertical white spaces for problem solving in small groups, creating problem solver identities, developing a growth mindset, building numeracy library resources)
- Implementation of numeracy best practices, including interventions based on student numeracy profiles and math benchmarking assessments
- Incorporating various activities to allow students opportunities to grow all numeracy skills i.e.: understanding numbers, counting, solving number problems and equations, measuring, estimating, sorting, etc.
- Planned, ongoing targeted purchasing of numeracy materials to increase school, library, and classroom resources
- Continue the process of centralizing and categorizing numeracy resources for awareness and accessibility
- Implementing data tracking for targeted interventions related to learning disruption
- Identify, clarify, and use common learning language for staff, students, and families

MEASURES:

- STAR Math: Average grade equivalent growth from Fall to Spring Assessments
- Student work within the classroom
- Equals Kit Checklist
- Numeracy Benchmarking
- Report Cards



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- Anecdotal notes
- Instructional Support Plan (ISP), Behavioural Support Plan (BSP) term updates
- Tracking of self-identified students related to literacy skill growth and assessment
- Provincial Achievement Test (P.A.T.) results: The percentage of students who achieved the acceptable standard and standard of excellence on the Grade 6 Mathematics Provincial Achievement Test
- Assurance and EIPS survey results: The percentage of families who agree the numeracy skills their child is learning at school are useful (Alberta Education Assurance Survey); The percentage of families who agree their child is demonstrating growth in numeracy (EIPS Parent/Caregiver Survey)

RESULTS: (To be reported on in the 2023-24 School Year)

EIPS PRIORITY:

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SCHOOL GOAL:

Increase collaborative partnership opportunities between school, home and the greater community to support student success.

STRATEGIES:

- FSE School Council and Parent Society Meetings
- Family Nights to encourage community-building, as well as supporting student success i.e. math games night, camping reading nights
- Collaborative approach between school and home to support student learning and behaviour
- Collaborative meetings with stakeholders to communicate progress and ways to work together to support student success i.e.: ISP meetings, student/parent/teacher conferences, etc.
- 'Family Weekly' published every week to communicate opportunities to collaborate



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- Consistent student attendance phone calls/letters and celebrations
- Counsellor provides mental health and community supports to families
- Monthly newsletters from the counsellor to highlight mental health initiatives within the school and to provide information about community supports and programs for children and their families
- Highlight and communicate the role of the school Counsellor as well as the FNMI FSLW with families to increase awareness
- EIPS Indigenous family meetings
- Fort Saskatchewan Family Community Services (FCS) collaboration
- Implement community programming through FSE families, Fort High School, Boys and Girls Club, Fort Saskatchewan Public Library, Big Brothers and Sisters, Families First and other local businesses
- Community grant applications
- School community assemblies and events with all stakeholders invited
- Maintain open communication with all staff, students, and families by communicating in a variety of ways– Brightspace, regular emails, phone calls, agendas, conferences, newsletters, website updates, Twitter posts, school/home meetings, impromptu discussions, etc.
- Continuing positive, consistent collaborative FSE School Council and Parent Society work
- Targeted Wellness Support – staff trained in trauma-informed practices, ensuring students have food supplied at school, if necessary, mental health supports provided by our counsellor and families made aware of community supports, targeted intentional teaching of social skills, and all staff building connections with home
- Continue to celebrate FSE community i.e. positive ‘un-be-leaf-able’ referrals based on the Seven Grandfather Teachings, monthly school community assemblies, ‘good attendance’ awards, phone calls home to share student successes, etc.
- Ongoing connection with FSE Indigenous families and consistent individual/small group support
- Continue multi-agency meetings to support students with complex needs
- Highlight culture and diversity through the FSE classrooms, website, announcements, emails, meetings, discussions, etc.
- Consistent, targeted discipline interventions
- Connect and collaborate with families, community, and businesses for learning opportunities, where possible
- Integration of our Counsellor into grade group meetings
- Re-introducing the ‘Circle of Courage’ to provide support for student interactions



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- As a staff, create opportunities for reflective discussion (grade group meetings, classified meetings, one-to-one meetings, school-developed surveys, etc.)
- Education Week – staff makes breakfast for students
- Coffee – drop and go – admin and some teachers provide coffee to caregivers dropping off students
- Wacky Wednesday – kids go into different groups and have a community member do a presentation about their job or business
- Link with seniors – SYNC

MEASURES:

- Conference attendance statistics
- Attendance statistics for Family Nights
- Alumni come to say my favorite part of my time at FSE at monthly school community assembly
- EIPS Indigenous family meetings
- Assurance, EIPS, and school surveys: Percentage of families who agree they are satisfied with the opportunity to be involved in decisions at their child's school (EIPS Parent/Caregiver Survey).; The percentage of teachers, families and students who agree students are engaged in their learning (Alberta Education Assurance Survey).
- Track interactions with community partners and stakeholders
- Anecdotal notes from meetings
- Counselling data of student and family support
- Track monthly stakeholder individual and group celebrations

RESULTS: (To be reported on in the 2023-24 School Year)